

Riverdeep Destination Math
Aligned to Alaska Math Grade Level Expectations
March 2007



Alaska Math Academic Content Standards	Destination Math
THIRD GRADE	
Content Standard A: Mathematical facts, concepts, principles, and theories	
Numeration: Understand and use numeration	
Understanding Numbers: The student demonstrates conceptual understanding of whole numbers to one thousand by	
[3] N-1 reading, writing, ordering, or counting (M1.1.1)	Course II: <ul style="list-style-type: none"> • Module: Number Sense Unit: Numbers to 999 Session: Counting by Grouping • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Tens and Ones • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Hundreds, Tens, and Ones • Module: Number Sense Unit: Numbers to 999 Session: Expanded Form and Equivalent Representations of a Number • Module: Number Sense Unit: Numbers to 999 Session: Comparing and Ordering
[3] N-2 modeling (base ten blocks) or identifying place value positions to thousands (M1.1.2)	Course II: <ul style="list-style-type: none"> • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Tens and Ones • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Hundreds, Tens, and Ones
[3] N-3 using appropriate representations of ordinal or cardinal numbers (M1.1.4)	Course II: <ul style="list-style-type: none"> • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Tens and Ones • Module: Number Sense Unit: Numbers to 999 Session: Place Value: Hundreds, Tens, and Ones • Module: Number Sense Unit: Numbers to 999 Session: Expanded Form and Equivalent Representations of a Number
Understanding Numbers: The student demonstrates conceptual understanding: of simple fractions with denominators 2, 3, 4 or 10 by	
[3] N-4 identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models) (M1.1.5)	Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Division Session: Fractional Parts • Module: Geometry and Measurement Unit: Geometry Session: Area • Module: Geometry and Measurement Unit: Geometry Session: Volume
[3] N-5 identifying, describing with explanations, or illustrating equivalent representation of fractions (using models) (M1.1.5)	Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Division Session: Fractional Parts
Understanding Meaning of Operations: The student demonstrates conceptual understanding of mathematical operations by	

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<p>[3] N-6 [using models, explanations, number lines, or real-life situations describing or illustrating the processes of addition and subtraction of whole numbers and their relationships (M1.1.3)]</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Sums Less than 100 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Sums less than 1,000 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Differences within 100 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 1,000 • Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
<p>Number Theory: The student demonstrates conceptual understanding of number theory by</p>	
<p>[3] N-7 describing or illustrating identity property of addition (M1.1.7)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
<p>[3] N-8 modeling (with manipulatives) and explaining commutative property of addition (M1.1.7)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
<p>[3] N-9 identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers) (M1.1.6)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Multiplication Session: Skip Counting to Show Multiplication
<p>Measurement: Select and use systems, units, and tools of measurement</p>	
<p>Measurable Attributes: The student demonstrates understanding of measurable attributes by</p>	
<p>[3] MEA-1 [estimating length to the nearest inch or foot (M2.1.3)]</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Geometry Session: Volume
<p>[3] MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, [temperature, weight, area, or volume) (M2.1.1)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Geometry Session: Area • Module: Geometry and Measurement Unit: Geometry Session: Volume • Module: Geometry and Measurement Unit: Measurement Session: Temperature
<p>[3] MEA-3 identifying or describing objects that are greater than, less than, or equal to a unit of measure (standard or non-standard) (M2.1.2)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Division Session: Fractional Parts • Module: Geometry and Measurement Unit: Geometry Session: Area • Module: Geometry and Measurement Unit: Geometry Session: Volume • MSC2: Module: Geometry and Measurement Unit: Measurement Session: Money
<p>[3] MEA-4 selecting an appropriate unit of English, metric, or non-standard measurement to estimate the length, time, weight, or temperature (M2.1.3)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Measurement Session: Temperature
<p>[3] MEA-5 identifying coins, their value, or the value of a set of coins (M2.1.5)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • MSC2: Module: Geometry and Measurement Unit: Measurement Session: Money

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Measurement Techniques: The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives in real-world contexts by	
[3] MEA-7 telling time to the nearest $\frac{1}{4}$ hour using an analog clock or distinguishing morning, afternoon, or evening (M2.1.4)	Course II: <ul style="list-style-type: none"> Module: Geometry and Measurement Unit: Measurement Session: Time
[3] MEA-9 counting back change from \$1.00 (M2.2.6)	Course II: <ul style="list-style-type: none"> MSC2: Module: Geometry and Measurement Unit: Measurement Session: Money
Estimation and Computation: Perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools	
Estimation: The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by	
[3] E&C-1 finding "how many" or "how much" to 50 (M3.1.1)	Course II: <ul style="list-style-type: none"> Module: Geometry and Measurement Unit: Geometry Session: Area
[3] E&C-2 estimating the results of simple addition and subtraction problems up to 1,000 (M3.1.1)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Sums less than 1,000 Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 1,000
Computation: The student accurately solves problems (including real-world situations) involving	
[3] E&C-3 recalling basic addition and subtraction facts, sums to 20, and corresponding subtraction facts efficiently (M3.1.2)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Addition and Subtraction Session: Sums Less than 100 Module: Operations with Numbers Unit: Addition and Subtraction Session: Differences within 100 Module: Operations with Numbers Unit: Multiplication Session: Repeated Addition and Arrays Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
[3] E&C-4 adding or subtracting two-digit whole numbers (M3.1.3)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Addition and Subtraction Session: Sums Less than 100 Module: Operations with Numbers Unit: Addition and Subtraction Session: Differences within 100
[3] E&C-5 using repeated addition to model multiplication with whole numbers with products to 25 (M3.1.4)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Multiplication Session: Repeated Addition and Arrays
[3] E&C-6 using grouping or "sharing equally" to model division with whole numbers to 25 (M3.1.4)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Division Session: Meaning of Division Module: Operations with Numbers Unit: Division Session: Dividing by a 1-digit Number
Functions and Relationships: Represent, analyze, and use patterns, relations, and functions	
Describing Patterns and Functions: The student demonstrates conceptual understanding of functions by	
[3] F&R-1 identifying a missing element in a pattern up to the next three terms (identifying a number using addition or subtraction or objects); or explaining how missing elements could be found (M4.1.1)	Course II: <ul style="list-style-type: none"> Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
F&R-2 expressing a generalization of a	Course II:

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pattern using words (M4.1.1 & M4.1.2)	<ul style="list-style-type: none"> Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
[3] F&R-3 [using manipulatives, including a calculator, as tools when describing, extending, or representing patterns (M4.1.1 & M4.1.3)]	Course II: <ul style="list-style-type: none"> Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
Modeling and Solving Equations and Inequalities: The student demonstrates algebraic thinking by	
[3] F&R-4 using an open number sentence (addition or subtraction) to solve for an unknown represented by a box or circle (e.g., $5+ =16$, $-7=4$, $5 + 2=$) (M4.1.4)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Addition and Subtraction Session: Differences within 100
[3] F&R-5 using appropriate vocabulary or symbols for greater than, less than, or equal to (M4.1.4)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 1,000 Module: Operations with Numbers Unit: Division Session: Fractional Parts Module: Geometry and Measurement Unit: Geometry Session: Volume MSC2: Module: Geometry and Measurement Unit: Measurement Session: Money Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
Geometry: Construct, transform, and analyze geometric figures.	
Geometric Relationships: The student demonstrates an understanding of geometric relationships by	
[3] G-1 using the number or length of sides to identify, describe, model, or compare triangles or rectangles (including squares) (M5.1.1)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Division Session: Fractional Parts Module: Geometry and Measurement Unit: Geometry Session: Area
[3] G-2 using the attributes and properties of plane figures to model, identify, compare, or describe plane figures (circles, rectangles, squares, and triangles) and solid figures (cubes, cylinders, or spheres) (M5.1.1 & M5.1.2)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Division Session: Fractional Parts Module: Geometry and Measurement Unit: Geometry Session: Area Module: Geometry and Measurement Unit: Geometry Session: Volume
Similarity, Congruence, Symmetry, and Transformation of Shapes: The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by	
[3] G-3 identifying, creating, or drawing lines of symmetry for real-world objects (e.g., block letters, flags, insects) (M5.1.3)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Division Session: Fractional Parts
[3] G-4 comparing or describing shapes (circles, triangles, or rectangles) as "larger than," "smaller than," or "congruent to," a given shape (M5.1.3)	Course II: <ul style="list-style-type: none"> Module: Operations with Numbers Unit: Division Session: Fractional Parts Module: Geometry and Measurement Unit: Geometry Session: Area
Perimeter, Area, Volume, and Surface Area: The student solves problems using perimeter or area by	
[3] G-6 estimating or determining area or perimeter of rectangular or square shapes on grids (M5.1.4)	Course II: <ul style="list-style-type: none"> Module: Geometry and Measurement Unit: Geometry Session: Area
Position and Direction: The student demonstrates understanding of position and direction by	
[3] G-7 using directional terms (inside,	Course II:

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outside, right, left, horizontal, vertical) to describe relative location of objects in a picture (M5.1.6)	<ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Geometry Session: Area • Module: Geometry and Measurement Unit: Geometry Session: Volume
Statistics and Probability: Formulate questions, gather and interpret data, and make predictions	
Analysis and Central Tendency: The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by	
[3] S&P-2 using information from a variety of displays (tallies, tables, pictographs, bar graphs, or Venn diagrams) (M6.1.2)	Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 9,999 • Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
Content Standards B, C, D, and E: Process skills and abilities	
Applying conceptual knowledge and skills as designated in all strands of Content Standard A by problem solving, communicating, reasoning, and making connections	
Problem Solving: Understand and be able to select and use a variety of problem-solving strategies: The student demonstrates an ability to problem solve by	
[3] PS-1 selecting and applying an appropriate strategy (e.g., guess and check; draw a picture; make a model, extend a pattern) to solve a variety of problems (M7.1.2)	Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Sums less than 1,000 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 1,000 • Module: Geometry and Measurement Unit: Geometry Session: Area
Communication: Form and use appropriate methods to define and explain mathematical relationships: The student communicates his or her mathematical thinking by	
[3] PS-2 representing mathematical problems using manipulatives, models, pictures, and/or everyday language; or using everyday language to explain thinking about the problem-solving strategies and solutions to problems (M8.1.1, M8.1.2, & M8.1.3)	Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Sums Less than 100 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Differences within 100 • Module: Operations with Numbers Unit: Multiplication Session: Skip Counting to Show Multiplication
Reasoning: Use logic and reason to solve mathematical problems: The student understands and applies mathematical skills and processes across the content strands by	
[3] PS-3 drawing conclusions about mathematical problems; or finding examples that support or refute mathematical statements (M9.1.1 & M9.1.2)	Course I: <ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Measurement Session: Money Course II: <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Multiplication Session: Finding Products Less than 100 • Module: Operations with Numbers Unit: Division Session: Meaning of Division • Module: Operations with Numbers Unit: Division Session: Dividing by a 1-digit Number • Module: Operations with Numbers Unit: Division Session: Fractional Parts • Module: Geometry and Measurement Unit: Geometry Session: Area • Module: Geometry and Measurement Unit: Geometry

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	<p>Session: Volume</p> <ul style="list-style-type: none"> • Module: Geometry and Measurement Unit: Measurement Session: Time • Module: Geometry and Measurement Unit: Measurement Session: Temperature • Module: Algebraic Thinking Unit: Properties and Relationships Session: Number Patterns and Properties
<p>[3] PS-4 explaining whether or not a prediction, estimation, or solution is reasonable (M9.1.3)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Sums less than 1,000 • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Differences within 1,000 • Module: Geometry and Measurement Unit: Geometry Session: Area
<p>Connections: Apply mathematical concepts and processes to situations within and outside of school. The student understands and applies mathematical skills and processes across the content strands by</p>	
<p>[3] PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)</p>	<p>Course II:</p> <ul style="list-style-type: none"> • Module: Operations with Numbers Unit: Addition and Subtraction Session: Estimating and Finding Sums less than 1,000 • Module: Operations with Numbers Unit: Multiplication Session: Finding Products Less than 100 • Module: Operations with Numbers Unit: Division Session: Fractional Parts